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P R E F A C E

In the preface to the fifth volume we stated that we hoped to show, in the next number, how the World War influenced class room work and activities in our school. After the signing of the armistice, we found ourselves looking at the war-time influences in the school life with a critical eye, trying to select for publication only those which had some more than temporary meaning, some lasting value in education. This fresh centering of our interest has brought within the scope of the present volume certain war-time experiences, but also many other experiences illustrating the general idea of free adaptation of the curriculum to social and individual needs. Recognition of a principle as basic as this causes a school to reach out in its life to touch certain great emergencies and tendencies of society. On the other hand, it causes each teacher intensively to analyze his teaching, in order to make it a genuine and helpful experience for each child.

It is the object of education to train children in social living. It is the problem of schools to choose and present subject matter and to arrange a program which shall so train every child. Colonel Parker, in *Talks on Pedagogics*, discusses the selection of teaching material. "But knowledge is boundless, and your pupils can get but a drop of the ocean. What knowledge can you present them in the years you have them under your care and guidance? What rule shall govern you in the selection? The answer is not far to seek: your selections can be entirely governed by what each pupil needs for his personal development. He needs that knowledge which will enable him to best serve his school and the world. The two answers are one: The needs of the school and the needs of the world are the needs of the individual."

In speaking of the needs of the modern world, Dr. Dewey says that a democratic society "must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing disorder."

The object of this volume is to suggest that the aims here defined can best be realized by having a schedule flexible enough to meet special and individual needs, and a curriculum adapted to the demands of each child's mind and spirit.